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ABSTRACT

The content is outlined and the terminal and enabling objectives are provided for a curriculum area on morale and esprit de corps (see EM 010 439, EM 010 440, and EM 010 461), part of an introduction to psychology and leadership course for the United States Naval Academy (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484). EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

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UNITED STATES NAVAL ACADEMY

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

MAY 1971

PART NINE

MORALE AND ESPRIT DE CORPS

CONTENT OUTLINE

TERMINAL AND ENABLING OBJECTIVES

EM 010 509

Westinghouse Learning Corporation
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2083 West Street
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United States Naval Academy

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INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART NINE

MORALE AND ESPRIT DE CORPS

Content Outline

Terminal and Enabling Objectives

March 1971

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

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INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART NINE

MORALE AND ESPRIT DE CORPS

Segment I

Morale

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

PART NINE - MORALE AND ESPRIT DE CORPS

Segment I - Morale

A. Nature of Morale

1. Definition: The state of mind, of an individual, that has been produced by all the circumstances which make his membership in a group rewarding and satisfying (Wolfe, p. 201) N-106, 1967, #40, 41-8)

2. Complex nature of morale

a. Morale as an individual concept

1) The mental and emotional state of the individual resulting from the various attitudes he has toward all things that affect him (Hays & Thomas, p. 308)

b. Morale as a group concept

1) The element that distinguishes a group or organization which is productive and efficient in achieving its objectives from a group or organization which is stalled on dead center or is deteriorating

3. Conditions which affect morale

a. Background conditions

1) Environmental

2) Personal well-being

3) Family and personal status

b. Motivational conditions (HumRRO, p. 196)

1) Definition: Those conditions in the military environment which exert a positive driving effect upon an individual's performance

a) Need for status

b) Need for affiliation with other people

c) Need for recognition by significant people

d) Feelings of personal worth

c. Combat motivation

1) Men who face the stress of combat as members of small, cohesive teams with loyalty among the members have been found to perform better and to be less likely to break down than those who lack group support

2) A man's feelings of pride and solidarity provide him with incentives to exert himself in the interests of his group, to resist fear, and to endure and survive deprivation. (HumRRO, p. 200)

B. Importance of High Morale (HumRRO, pp. 183-193)

1. High morale may motivate personnel toward performance which will contribute to the accomplishment of unit objectives.

2. Outstanding performance occurs only when personnel desire to achieve more than the minimal requirements.

3. When morale has been consistently high, personnel are likely to regard an unpleasant situation as only temporary, or due to some lapse.

C. Morale Indicators

1. Statistical indicators (FM22-100, 1965, cited in Hays and Thomas, p. 176)

a. Complaining and poor attitude; e.g., continued unusually large attendance at sick call.

b. Lack of self-discipline

1) High veneral disease rate: Generally indicates poor morale

c. Poorly disciplined unit

1) High non-judicial punishment rates, e.g., extra duty

2) High AWOL rate

3) Increased incidents and accidents

d. Enlistment and re-enlistment records

1) If the number of re-enlistments in a unit is high, it is indicative of high morale.

e. Courts-martial rates

1) A low rate usually indicates good morale in a unit, but it must be analyzed carefully for extraordinary influencing factors, e.g., a very low courts-martial rate may indicate lax discipline rather than good morale.

2. Observable indicators (FM 22-100, 1965, pp. 26-27)

a. Appearance of the men

b. Personal conduct

c. Standards of military courtesy

d. Personal hygiene

e. Participation in charities and unit improvement projects: Voluntary participation in these activities indicates high morale.

f. Support of athletic programs

g. Condition of mess and quarters

h. Response to orders and directives, e.g., the degree of bitching is a good indicator of morale

D. Methods of Measuring Morale (N-106, 1967, #40, 41-7)

1. Observation: Evaluation of morale carried out by a leader in his daily interaction and communication with subordinates and by observation of their behavior (Longenecker, p.449)

a. Accuracy of observation depends on:

1) Leader's ability and objectivity in observation.

2) The degree of rapport established with subordinates.

b. Advantage: Possibility of a more penetrating analysis than is normally possible in a formal survey, i.e., the leader may be able to probe behind subordinate's behavior to discover the real nature of the difficulty or attitude. (Longenecker, p. 450)

c. Disadvantage: Absence of a systematic approach

1) Leader becomes aware of attitudes only when they become sufficiently strong to be readily apparent.

2) Negative attitudes may not be detected before they reach a troublesome level.

3) Certain dissatisfactions may never be expressed in the absence of a direct query.

2. Inspections

a. Evaluation of morale carried out by checking organization appearance against established standards, e.g., if the appearance of an organization is smart and the equipment is in efficient operating condition, morale may be high. (Wolfe, p. 202)

3. Attitude surveys

a. Interviews: Morale evaluation carried out through consultation with subordinates, e.g., if men are happy and contented, the morale may be high; conversely, if they are restrained, unhappy, and desirous of a transfer, the morale may be low. (N-106, 1967)

b. Questionnaires: Morale evaluation carried out by a printed questionnaire containing a series of questions on a variety of subjects (Note: Within the Naval establishment, formal surveys are normally carried out by Department of Navy research agencies that are equipped with both the personnel and the facilities to conduct and interpret such surveys on a scientific basis. In general, it is not recommended that small unit commanders attempt to structure and conduct such surveys. Nevertheless, they should avail themselves of the data and the findings furnished by the Department of the Navy as a result of its formal surveys.) (Hays and Thomas, p. 176)

E. Critical Areas for the Leader (HumRRO, p. 202)

1. Overview: The principal purpose in the building of morale is to influence attitudes, and thus, to release, direct or control motives which will result in desired performance.

a. The leader must be concerned with creating those conditions within his organization which will:

1) Minimize the frustrations that result from dissatisfaction, i.e., minimize "changing of the word."

2) Generate an actively positive motivational state among his personnel, i.e., put the needs of the men foremost.

b. In his concern for developing and maintaining high morale, the leader is faced with two critical questions.

1) Which influences, operating within a military organization, exert the greatest effects upon the attitudes of personnel?

2) What can be done to use these influences so that they will be most conducive to high morale?

2. Influences which exert the greatest effects

a. The attitudes of each individual are determined by what happens directly to him in his immediate, day-to-day situation, e.g., a man who has consistently performed well and is denied emergency leave.

b. Background conditions which have been found to be most relevant to satisfaction affect the individual in an intimate way, e.g., watch-stander who is not supplied with foul-weather gear when necessary.

c. Conditions of leadership and group interaction determine much of what will happen to the individual, i.e., a capable leader and cohesive unit motivate a new man.

F. Naval Policy on Morale Development (BuPers Manual, Article C9102)

1. General conditions and situations

a. Premise: To develop and maintain high morale requires continual and systematic attention to any and all details affecting the welfare of personnel, i.e., to help men by satisfying their needs.

b. Morale depends upon the following general conditions and situations.

1) The needs of the service

2) The desires and incentives of each individual

3) The quality of leadership

4) The conditions in the organization, ship, or command

2. Combat conditions (HumRRO, pp.190-191)

a. The over-all state of morale is affected by the attitudes of personnel toward acute stresses, i.e., if people habitually regard their environment, including their organization, as not particularly threatening, they are likely to perceive temporary stresses as nuisances rather than as calamities, e.g., the construction of strong fortifications in a battle zone gives the men an added measure of confidence.

b. In combat, strong and fresh troops will be likely to shrug off difficulties which might cause men exhausted from weeks or months of discomfort and danger on the line to become disheartened, e.g., a man who goes on liberty or R&R will return to battle with higher motivation.

c. Men who have learned in training to successfully cope with danger and hardship will perceive a combat environment as less threatening than troops who have not undergone such training.

d. The individual is likely to be surveying his environment for signs of things or events that may affect his own best interests, as he understands his interests.

   1) When the environment seems about to enhance his self-interest, his morale goes up; when it appears to threaten his welfare, the individual's morale drops, e.g., when a fearful individual sees signs that his unit is being pulled out of the line, he is likely to feel relieved; when an ambitious noncom begins to think that some of his authority may be taken from him, through new policy, he is likely to become depressed.

e. Kinds of information that reach an individual (through formal channels or through the grapevine) serve as supports to morale or as pressures upon it.

   1) Because many different cues are constantly available, relative to factors that may affect individual welfare, morale is usually in a fairly constant state of fluctuation.

   2) When his men are faced with a dangerous or trying task, the leader should acknowledge the fact that it is dangerous, but accentuate the degree of preparedness and support, e.g., detail plans for any emergency and adequate support and reserve forces, so that the men are confident and proud in their ability to complete the mission.

f. Morale in combat depends more upon whether personnel feel that their needs and their welfare are being recognized than upon any specific action in itself; i.e., the men must feel that their leaders are aware of, and sympathetic to, the difficulties they are encountering.

   1) Prompt public acknowledgement of the dangers and discomforts to which men are submitted will help to sustain morale, e.g., in combat, a leader who ensures that the men know of all supporting units and contingency plans, artillery support, etc.

3. General rules for building or maintaining high morale (N-106, 1967, #40, 41-8). The leader should:

   a. Make his men confident of his professional ability.

   b. Keep in touch with his men's problems and wishes, and look after their welfare carefully and continually.

   c. Keep his men informed regarding policies and practices which affect them.

   d. Be strictly consistent and impartial in assigning duties and in giving rewards and punishment.

   e. Show his men that he respects them as men with dignity and that he is proud to be associated with them.

   f. Keep well informed of his men's attitudes.

   g. Be accessible to his men to the maximum extent possible.

   h. Participate actively in planning and executing unit functions.

   i. Actively supervise affairs in order to ensure that the petty officers do their jobs with the men's welfare in mind.

   j. See that his men have ample opportunity for educational development. Always be friendly, courteous, and tactful.

   k. Know each man by name.

   l. Develop and publish a well-planned leave schedule for all men in the unit. Unless there are extremely extenuating circumstances, no man should ever lose any of his annual leave.

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Outline Reference	Terminal and Enabling Objectives	
A.	The M will be able to select, from several choices, the correct definition of the term "morale".	TO 1
A.2.a.	Given several statements about morale as an individual concept, the M will identify the statement which correctly describes the concept.	EO-1
A.2.b.	Given several statements about morale as a group concept, the M will identify the statement which correctly describes the concept.	EO-2
A.4.	Given a list of terms, the M will select those that represent background conditions which affect morale.	TO 2
A.4.b.	Given several military situations which describe environmental conditions under which a group performs, the M will be able to identify the motivational conditions illustrated by each situation.	TO 3
A.4.b.1)	The M will be able to identify, from several choices, the statement which correctly defines motivational conditions that affect morale.	EO-1
A.4.b.1)	Given a list of terms, the M will select those that present motivational conditions which affect morale.	EO-2

Outline Reference	Terminal and Enabling Objectives	
A.4.c.	The M will be able to identify, from several choices, the statement which describes a significant factor which may influence an individual to function effectively under the stress of battle.	EO-3
B.	Given statements about the importance of developing high morale, the M will be able to identify the statement(s) which correctly describes the importance.	TO 4
C.	Given several military situations which illustrate the state of morale within a group, the M will be able to classify each example with the appropriate type of morale indicator (statistical or observable).	TO 5
C.	Given a military situation which illustrates the state of morale in a group, the M will be able to select, from several choices, indicators which reflect the state of morale.	TO 6
D.	Given several military examples in which leaders are evaluating the morale of their units, the M will be able to identify, from several choices, the method of measuring morale used in each example.	TO 7

Outline Reference	Terminal and Enabling Objectives	
D.1.	The M will be able to identify, from several choices, the statement which correctly describes the use of observation as a method of measuring morale.	EO-1
D.1.a.	The M will select, from several choices, the statements which describe the criteria governing a leader's accuracy of observation.	EO-2
D.1.b.	The M will identify, from several choices, the statement which describes the advantage of observation as a method of measuring morale.	EO-3
D.1.c.	The M will identify, from several choices, the statement which correctly describes the disadvantage of observation as a method for measuring morale.	EO-4
D.2.	The M will identify, from several choices, the statement which correctly describes how inspections may be used as a method of measuring morale.	EO-5
D.3.	The M will select, from several choices, the types of attitude surveys which measure morale.	EO-6
E.	Given statements about the importance of building morale, the M will be able to select the paragraph which defines the principal concerns the leader must have (based on the critical areas for the leader).	TO 8

Outline Reference	Terminal and Enabling Objectives	
E.1.	The M will be able to identify, from several choices, the statement of the principal purpose in the building of morale.	EO-1
E.1.a.	The M will select, from several choices, the two conditions which the leader should try to create within his organization.	EO-2
E.1.b.	The M will be able to identify, from several choices, the critical questions which the leader should answer in his concern for developing and maintaining high morale.	EO-3
E.2.	The M will be able to identify, from several choices, the statement which describes the influences exerting the greatest effects on morale.	EO-4
F.	Given a military problem concerning morale, the M will select, from several choices, the statement that correctly defines the problem, provides the proper facts, and states the most effective course of action to overcome the problem (based on naval policy for morale development).	TO 9
F.1.a.	Given several statements about the Navy's premise, regarding morale development, the M will identify the statement which correctly explains the premise.	EO-1
F.1.b.	The M will be able to identify, from several choices, the general conditions and situations upon which morale is dependent.	EO-2

Outline Reference	Terminal and Enabling Objectives	
F.2.	Given a military situation which describes a stress condition, environment, or attitude problem of a unit in combat, the M will be able to select, from several choices, the statement which describes the best action a leader could take to build the morale of his men in the situation.	TO 10
F.2.a.	The M will be able to select, from several choices, the example which best illustrates how the overall state of morale is affected by the attitudes of personnel toward acute stresses.	EO-1
F.2.b.	The M will be able to select, from several choices, the statement which correctly identifies the action a leader should take when his men have spent weeks of discomfort and danger on the line.	EO-2
F.2.c.	The M will be able to select, from several choices, the statement which correctly describes the probable perception of well-trained men to their first encounter with a combat environment in contrast with men who are not well-trained.	EO-3
F.2.d.	Given a combat situation, including a description of the environment, the M will select, from several choices, the statement which identifies the probable consequence of the situation on the morale of the men.	EO-4
F.2.f.	The M will be able to select, from several choices, the statement which identifies the factor upon which most morale in combat is dependent.	EO-5

Outline Reference	Terminal and Enabling Objectives	
F.3.	Given a military situation which illustrates morale problems, the M will be able to select, from a list of several choices, the rule the leader should follow to build morale in each situation.	TO 11
F.3.	Given a list of statements, the M will be able to identify those which are rules for building or maintaining high morale.	EO-1

UNITED STATES NAVAL ACADEMY

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART NINE

MORALE AND ESPRIT DE CORPS

Segment II

Group Solidarity and Esprit

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

PART NINE - MORALE AND ESPRIT DE CORPS

Segment II - Group Solidarity and Esprit

A. Group Solidarity

1. Definition: The sense of unity and integration within a group. (Hays and Thomas, p.307)

2. Elements which characterize group solidarity

   a. Internal cohesion, i.e., mutual loyalty and reciprocal liking among group members

   b. Unification of interests, i.e., everyone working toward the same goal

   c. Positive identification of individual with the group

      1) The individual reacts to the group as if it were an extension of himself, e.g., the group welfare is one's own welfare, the group goals are one's own goals, etc.

      2) The individual's attitudes, values, and beliefs are the same as those held in esteem by the group.

      3) The extent of individual participation in the group is high. (Wolfe, pp.95-100; Hays and Thomas, p.158)

3. Unit effectiveness

   a. Group solidarity can add to the effectiveness of a trained and skilled unit, especially in stress situations where teamwork is essential.

   b. Group solidarity can have adverse effects on an organization.

      1) Group solidarity can create group norms contrary to the goals of the military organization. (Hays and Thomas, p.159)

      2) Organizational goals must be consistent with the personal goals of individuals in the organization, i.e., some organizational goals will conflict with the goals of the individual; however, an individual has a wide "zone of indifference" and will continue to cooperate unless he becomes convinced that the conflict is fundamental (N-106, 1967,#23)

4. Factors in the development of group solidarity

   a. Close association among the members of the group

   b. Common purpose requiring teamwork among members

c. Common unique experiences of the group, e.g., successful accomplishment of a difficult or dangerous mission, or victory over an adversary of much superior ability

d. Competition with other groups (Hays and Thomas, pp.161-162)

e. Interpersonal communications

5. Factors tending to retard or break down group solidarity

a. Unaccepted differences among members

b. Rapid changeover of membership

c. Disagreements among members over the best course of action to achieve their goals

d. The pursuit of goals by different parts of the organization

(Note: The factors that tend to build solidarity may be used to overcome those that break it down.) (Hays and Thomas, pp.159-167)

6. General rules for the leader in building or maintaining group solidarity

a. See that the group provides "rewards" to its members, i.e., psychological satisfactions represented by real or intangible things that are important to the individual.

b. Make goals meaningful, concrete, and immediate.

c. Help create a feeling of progress and an expectation of success. (Wolfe, pp.102,105)

d. Maintain communication among members and include self in those communications.

1) Communication will prevent disagreement and lack of understanding among the members of a group.

2) Involvement of leader in communications

a) The leader may be perceived as a member of the group.

b) The possibility of group solidarity developing without him may be prevented. (Hays and Thomas, p.163)

7. Group solidarity in combat (HumRRO, p.178)

a. Disruptive forces: Many of the factors that disrupt group solidarity (cohesion) seem inevitable during combat. Among them are:

1) Fear.

2) Physical deprivation.

3) Personnel losses.

4) Communication breakdowns.

b. Elements which counteract disruptive forces

1) From the fact that combat always involves an organization fighting an enemy, these following features make for group solidarity:

a) Combat involves a major outside threat to the unit as a whole, resulting in strong, mutually supportive actions among personnel.

b) In the face of great external danger common to the entire unit, there is strong pressure to resolve or repress internal antagonisms and disruptive behavior.

2) In combat, the activities of personnel are directed toward definite and tangible objectives.

3) The combat situation is one of mutual dependence, i.e., each man's life literally depends on the actions of others.

B. Esprit de Corps

1. Definition: The common spirit pervading the members of a group and inspiring enthusiasm, devotion, and zealous regard for the honor of the group (Wolfe, p.204)

2. Relation to group solidarity

a. Esprit is not synonymous with group solidarity.

b. Esprit is an inclusion of group solidarity and cohesion.

1) Necessitates a strong identification with the formal organization, e.g., without this identification, the norms of the group can develop counter to the wishes or goals of the formal organization. (Hays and Thomas, p.163)

c. Esprit does <u>not</u> necessarily appear in units which are efficient and well disciplined, nor is it a necessary condition for the unit to be successful in competition with other units. (Wolfe, p.204)

3. Developing esprit through identification with the formal organization

   a. Help the individual to perceive his unit as the most important group in his military life.

   b. Provide concrete and worthwhile goals through formal organization channels.

   c. Provide identifying symbols relating the individual to the group in accordance with needs to belong to a special group. e.g., green berets.

      1) Notable exceptions should be cautioned. An excess of special badges or patches can be a detriment to morale instead of a morale builder.

4. Esprit indicators (Wolfe, p.204; <u>N-106</u>, 1967, #40, 49-9)

   a. Men's expressions of enthusiasm and pride in their unit

   b. Reputation of the unit among other units

   c. Competitive spirit in the unit

   d. Unit's staying power under stress conditions

   e. Men's readiness to help one another

5. Achievement and maintenance of esprit

   a. Problems which must be overcome

      1) Lack of confidence in leadership

      2) Presence in the unit of conflicting groups of men

      3) Presence of non-cooperation, i.e., men who hamper unit performance

      4) Rapid turnover of unit personnel, especially of the leaders

      5) Lack of proper recognition for unit achievement

   b. General rules for the leader to follow in building esprit

      1) Give special attention to those problems over which he has control, i.e., be with your men when they have to accomplish a distasteful task; show your concern

2) Recognize that true esprit and pride can be developed if each member of the group knows the group's common interest and is willing to cooperate toward the common goal, i.e., this spirit is dependent upon the satisfactions that each man gets from being a member of the group and is aided by:

   a) The approval each member gets from other members.

   b) Disapproval or punishment of non-cooperators.

   c) Competition with standards in other groups.

   d) The successes of the group and recognition it receives.

   e) Ceremonies and the use of symbols of membership.

3) Unit spirit can be established and assisted if you set and demand high standards of performance of your people.

4) Make sure that every man knows he is important to the team and that when he drops the ball it affects the whole team ; but always be consistent with your loyalty.

5) Volunteer to do things that will demonstrate your unit's proficiency and that will result in special recognition.

6) Inspect frequently and thoroughly.

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Outline Reference	Terminal and Enabling Objectives	
A.	Given a military situation in which group solidarity has broken down, the M will be able to select, from several choices, the statement which correctly identifies the factor which caused the breakdown and the steps the leader should follow to re-establish solidarity.	TO 1
A.1	The M will be able to identify, from several choices, the statement which correctly defines group solidarity.	EO-1
A.2	Given a list of terms, the M will be able to identify those that are elements which characterize group solidarity.	EO-2
A.2.a.	The M will be able to identify, from several choices, the statement which best describes internal cohesion.	EO-3
A.2.b.	The M will be able to select, from several choices, the statement which best describes unification of interests.	EO-4
A.2.c.	Given several military situations, the M will be able to identify the example which best illustrates positive identification of an individual with a group.	EO-5
A.3.a.	The M will be able to select, from several choices, the statement that best describes how group solidarity can add to the effectiveness of a trained and skilled unit.	TO 2

Outline Reference	Terminal and Enabling Objectives	
A.3.	Given a military situation, the M will be able to identify, from several choices, the statement which identifies the reason why group solidarity could have adverse effects on the organization, and the probable outcome of the situation.	TO 3
A.4.	The M will be able to select, from several choices, the factors which enhance the development of group solidarity.	EO-1
A.5.	The M will be able to identify, from a list of alternatives, the factors which tend to break down group solidarity.	EO-2
A.5.	The M will be able to select, from several choices, the statement which describes how to overcome the factors which break down group solidarity.	EO-3
A.6.	Given a military problem, the M will identify, from several choices, the statement which identifies the rule for maintaining group solidarity which has been ignored by the leader.	TO 4
A.6.a.	Given several military situations, the M will be able to identify the "rewards" that the group provides for its members.	EO-1
A.6.d.	The M will be able to identify, from several choices, the statement that best describes the results of a leader's involvement in group communications.	EO-2

Outline Reference	Terminal and Enabling Objectives	
A.7.	Given a description of a combat situation, the M will be able to identify, from several choices, the statement that best describes the factors which could disrupt group solidarity, and select from several choices, the elements which counteract those factors.	TO5
A.7.a.	Given a list of terms, the M will identify those which are factors that disrupt group solidarity.	EO-1
A.7.b.	The M will be able to select, from several choices, the elements which counteract the disruptive forces of group solidarity.	EO-2
B.	Given statements which describe the relationship between solidarity and esprit de corps, the M will select the statement which best explains the relationship.	TO 6
B.	Given military situations illustrating group performance, the M will be able to identify the situations in which groups exhibit esprit de corps (based on his knowledge of the relationship between group solidarity and esprit).	TO 7
B.1.	The M will be able to identify, from several choices, the statement which correctly projects the concept of esprit de corps.	EO-1

Outline Reference	Terminal and Enabling Objectives	
B.2.	Given a military situation in which a group does not have a strong identification with the formal organization, the M will select, from several choices, the statement which correctly describes the probable consequence of the situation.	TO 8
B.3.	Given a military situation, the M will be able to select, from several choices, the statement which best describes the method the leader should use to develop esprit de corps through identification with the formal organization.	TO 9
B.3.c.	Given a list of terms, the M will be able to identify those which are symbols illustrative of identification with the formal organization.	EO-1
B.4.	Given several statements about a military unit, the M will select those which indicate the presence of esprit de corps.	TO 10
B.5.	Given a military situation, the M will be able to select, from several choices, the statement which best defines the problem, and select from several choices the rule(s) the leader should follow in building esprit de corps.	TO 11
B.5.a.	The M will be able to identify, from several choices, those statements which describe specific problems the leader must overcome to achieve and maintain esprit de corps in his unit.	EO-1

Outline Reference	Terminal and Enabling Objectives	
B.5.b.	The M will be able to identify, from several choices, the general rules a leader should follow in building esprit de corps.	TO 12
B.5.b.2)	The M will select, from several choices, those statements which describe the aids which promote satisfaction in group membership.	EO-1